

Name: Iris
Date of Birth: April 2, 1985

Iris goes to a local charter school where she receives specialized instruction for having a specific learning disability in reading and writing. She left the traditional public school because girls were teasing her. Her father carefully selected this school due to the small class size and greater supervision of the students. Iris' mother passed away two years ago and she struggles with her feelings and emotions daily. Iris is lonely and has become quite isolated. The friends she chooses are always male, which concerns her father and older brother. She is physically mature for her age but emotionally vulnerable.

Iris struggles with written assignments in school. She has difficulty getting her thoughts down on paper. Her grades have improved since attending her new school, but she still struggles academically. She goes to a resource room for two periods a day, receiving assistance in written language and social living class. Iris functions at the Essentials level of the Arizona Academic Standards. She always comes to school dressed well, with new nail polish and hairstyles on a daily basis. Sometimes she gets in trouble for putting on makeup in class. There have been complaints made from other parents that Iris' make up and behaviors with boys are somewhat promiscuous. Due to her vulnerability and difficulty with peer socialization skills, Iris is at risk of making poor decisions. Her father would like her to receive counseling on these issues. Iris often has made comments to her brother about boys flirting with her, when in fact it is her misrepresentation or understanding of nuances such as body language, slang usage, and friendliness of people.

Iris cannot wait to graduate from high school and get a place of her own. She wants to buy her own car and attend a school for cosmetology within the community. She has always dreamed of being a stylist in New York for Vidal Sassoon. Iris uses money she earns from chores to buy fashion magazines, makeup and beauty supplies. She often gathers more items in stores than she has money to purchase. Her father often uses makeup and beauty supplies as incentives for appropriate behavior at home and would like to see this done in school.

Currently Iris' father drives her places. He has been teaching her driving skills. She is eager to purchase a vehicle when she graduates. They are working together on financial planning so that she will be able to do so. Iris has hopes of getting married but does not want the responsibility of children to interfere with her career in cosmetology.

Student Name: _____ IEP Date: _____

IEP

Student Name Iris			Date of Meeting February 6, 2002	
Student Demographics				
DOB April 12, 1985	Age 16	Grade 10	Home Language English	LEP []Y [X] N
School of Residence Happytrails Academy	School of Attendance Happytrails Academy		Language of Instruction English	Category of Eligibility SLD
Parent/Guardian Bill	Home Address 123 Mabelline Way, Phoenix, AZ 85000		Home Phone (602) 555-1100	Work Phone (602) 555-1199

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Iris	2/6/02
Parent/Guardian/Surrogate	Bill	2/6/02
LEA Representative	Tim	2/6/02
Special Education Teacher	Jill	2/6/02
Regular Education Teacher	Allison	2/6/02
Individual to interpret the results of the evaluation		
Agency Representative		
Interpreter _____ language		
Other Guidance Counselor	Abigail	2/6/02
Other Vocational Education Teacher	Veronica	2/6/02

Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).

Iris eagerly anticipates graduation from high school. She would like to attend cosmetology school and take hair styling classes. She would like to live in a place of her own after high school, and has the long-range goal of moving to New York. She wants to learn to drive a car and become independently mobile within the community. Iris wants to learn to be financially responsible for herself. She also eventually wants to get married. In addition to hairstyles, Iris also loves all aspects of fashion and beauty.

Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Iris is a 16-year old sophomore who has a great desire to be on her own. She is learning to better communicate with her teachers and peers in the classroom. At the present time, Iris reads and writes at the Essentials level of the academic standards and performs at the Proficiency level in math. Iris attends resource classes for two periods each day, one for written language and the other for social skills. One of the difficulties Iris has is placing her thoughts and ideas on paper. Academically, Iris earns B's and C's in her general education coursework. One of Iris' strengths is that she is clear on her post-school goals. Iris wants to go into cosmetology, and this desire is reflected in her grooming and appearance, although it also sometimes interferes with her studies. Iris does not have a part-time job but does earn money from her father for completing chores. She spends this money on fashion magazines, make-up and hair products. Both Iris and her father feel that Iris needs work on math in relation to money management, financial planning, and budgeting. Because of Iris' tendencies to be vulnerable, her father also feels Iris needs training in being more assertive and in social skills training. Iris is going to begin going to counseling with her family to help with coping and grieving issues associated with her mother's death. Iris has not had any hands-on work experience. In her free time, Iris enjoys painting her nails and reading fashion magazines. She is beginning to learn to drive under the guidance of her father. She is independent in her living skills, able to make meals, clean the house, and perform other various chores requested by her father. Iris is not involved in any community organizations or clubs. She spends a lot of time alone. Iris wants to attend cosmetology school upon high school graduation. Although Iris currently does not receive any related services, counseling is recommended to promote emotional and social stability.

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:
§300.347 (7)(b)(1)

Age: <u>15</u> School Year: 2001-02	Age: <u>16</u> School Year: 2002-03	Age: <u>17</u> School Year: 2003-04	Age: <u>18</u> School Year: 2004-05	Age: _____ School Year: _____
English I Resource	English II Resource	English III Resource	English IV Resource	
Pre-Algebra	Algebra I A	Algebra I B	Government/Free Enterprise	
Social Skills Resource	Social Skills Resource	Social Skills Resource	Social Skills Resource	
Earth Science	Biology	Chemistry	Consumer Education	
P.E. (1 st semester)	World History	U.S. History	Business Management (2 nd semester)	
Career Education/Exploration (2 nd semester)	Drivers Education (1 st semester)	Computers I (2 nd semester)	Computer II (1 st semester)	
Home Economics	Fashion Design (2 nd semester)	Advanced Fashion Design (1 st semester)	Work internship	
Total credits earned: <u>6</u>	Total credits earned: <u>6 (12)</u>	Total credits earned: <u>6 (18)</u>	Total credits earned: <u>6 (24)</u>	Total credits earned: _____

Additional Educational Opportunities:

Part-time summer work in a beauty supply shop or beauty salon. Wants to join theater/drama club at school.

Job shadowing experiences in beauty salon, beauty supply store, and hotel/resort full service spa.

Self-determination and self-advocacy will be taught in her Social Skills class in the 2003-2004 school year.

GRADUATION PLAN: (optional)

Total Number of credits required by this school for graduation: 20 Anticipated month and year of graduation: 05/05

Will this student graduate with fewer credits than required of other students? _____ Yes X No

If yes, identify graduation adaptations: _____

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☒ Yes, Date: February 6, 2002

☐ Guardianship legally held by other _____

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Special Education supports in identified classes *Explore admissions requirements to cosmetology schools *Learn about apartments for rent *Post-secondary supports *Apply for entrance into school of choice	*School, Special Education *Iris, Iris' father, School Counselor *Iris, Iris' father *Iris, postsecondary institution of choice *Iris, Iris' father	*School *School *Iris' father *postsecondary institution *Iris, Iris' father
Community Experiences:	*Apply for Big Sister mentor *Open bank account *Obtain driver's license *Join a Theater Group	*Iris, Guidance Counselor *Iris, Iris' father *Iris, Iris' father *Iris	*Iris, Valley Big Brother Big Sister program *Iris, Iris' father *Iris, Iris' father *Iris
Employment:	*Participate in 3 job shadow experiences in field of cosmetology *Obtain part-time summer employment in beauty industry *Complete work-study internship in a salon	*Iris, Vocational Education Teacher *Iris, Job Services Counselor *Iris, Vocational Education Teacher	*School *Iris, Arizona One-Stop Career Center Summer Youth Work Program *School
Related Services:	*Meet with family counselor for grieving and coping issues	*Iris	*Iris' father
Post-secondary training and Adult Living:	*Meet with VR to determine eligibility for services *Learn about ways to purchase/lease a car and maintain vehicle *Apply for financial assistance	*Iris, Iris' father, and VR *Iris, Iris' father *Iris, Iris' father, School Guidance Counselor	*There is no expense to apply for VR services *Iris, Iris' father *School will provide information; Iris and Iris' father will pay for application expenses
Daily Living (if appropriate):	*Meet with doctor to discuss life choices *Develop and follow monthly household budget	*Iris, Iris' father *Iris, Iris' father	*Iris' father *Iris, Iris' father
Functional Vocational Evaluation (if appropriate):	*Conduct and review interest inventories to confirm field of interest in cosmetology	Iris, Guidance Counselor	*School

Student Name: _____ IEP Date: _____

Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Needed Service	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'02-'05	Mentor for social, interpersonal skills and role-modeling	Valley Big Brother Big Sister school coordinator	School and Iris	Fall '02 – termination by Iris or Big Sister	Learn from role model interpersonal and social skills, goal setting and decision making
'02-'03	Job seeking and placement help	One Stop Career Center	Iris, April '03	June – August '03, possibly continue through graduation from school	Part-time summer job, to possibly continue during school year
'04-'05	Eligibility determination	Vocational Rehabilitation	Iris and Iris' father, spring '04	Spring '04	Possible eligibility for services (tuition for cosmetology school)
'04-'05	Post-secondary academic support	Disability Resource Center at postsecondary institution	Iris and Iris' father, March 2005	March '05	Classroom and testing accommodations in cosmetology school